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| ***Teacher:* Nick Conners** | | | ***Subject:* AP Literature & Composition** | | | | | ***Grade:* 12** |
| ***Learning Goals*** | | | | | | | | |
| ***Standards SCELA/Common Core*** | [SCCCR.ELA-LITERACY.RL.12-9.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/d/) Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful in meaning or tone | | | | | | | |
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| ***Benchmark(s)*** | TSWBAT:   * Identify a text’s various meanings (themes) * Categorize the literary devices into stylistic facets that contribute to theme (diction, conventions, figurative language) * Evaluate the facets of style as they relate to meaning in the text * Showcase a text’s style as a vehicle for producing meaning | | | | | | | |
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| ***Indicator(s)*** | The student will:   * Complete a writing activity that introduces our investigation into a text minute parts and how these parts contribute to the text’s meaning. Students will be given a guide to lead them through the process of identifying various aspects of the text and drawing out its significance. * Answer learning probes as delivered by the instructor following individual exercises in order to solve problems in a team-oriented environment * Engage a text individually before participating in a cooperative learning exercise in which students must carry the skills gained from their warm-up exercise and transfer it to group work. * Actively view videos as a class and discuss how these videos relate to an upcoming project | | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***  By the end of this lesson, the students will be able to apply close-reading skills in order to draw meaning from a text. Students will be able to recognize parts of text which contribute to meaning, and will be able to apply an expansive knowledge of literary strategies to explain how these parts accomplish their purpose. Also, students will be equipped with processual tools that will guide their thinking while considering the multitudinous literary strategies employed throughout literary texts. These tools will also inform their decision-making as writers who are tasked with making the best decisions while taking the AP Literature & Composition test, as well as academic papers they may write in the future. | | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | | |
| ***Student prior knowledge and skills:***  Previous lessons have covered every aspect of the “Device Finder” guide. They will also know the expectations for 5-paragraph essays. | | | | | ***Accommodations for Diversity (if applicable):***  Visual, auditory, and kinesthetic learning is available to every part of our lesson. | | | |
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| ***Instructional Procedures*** | | | | | | | | |
| ***Content Summary (concepts and essential understandings):***   * Facets of style (diction, conventions, figurative language) * Various themes of a text * Writing process; active readership and processual pre-writing | | | | | | | | |
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| ***Teaching Methods:***   * Guided questions * Guiding documents * Video/music * Group discussion * Whole-class discussion | | | | | | | | |
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| ***Student Grouping:***  Students will sit in their individual desksfor the opening and closing activities, will group with neighbors for main activities. | | | | ***Interdisciplinary Strategies:***  Using music lyrics as poetry and listening to music, comparing musical analysis to textual analysis | | | ***Reading Strategies:*** Working from general theme and working downward, actively identifying literary strategies | |
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| ***Resources and Materials*** | | | | | | | | |
| ***Written Texts:***  Song from Kendrick Lamar’s *Untitled* album, *The Scarlet Letter* | | ***Oral Media:***  Song from Kendrick Lamar’s *Untitled* album | | | | ***Visual Media:***  Kanye West Vox Report, my “Vox Report” | ***Technology:***  Computer, overhead projector, speakers | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | | |
| ***Opening:***  Song of the day **(30 minutes)**   * Play Kendrick Lamar’s *Untitled* *1* with lyrics on screen, and each student will have paper copy of lyrics * Will then put prompt on screen (Prompt: Write one body paragraph that demonstrates how one literary device contributes to the song’s tone or meaning). Students have 5 minutes to pre write; student will use pre-writing guide (includes steps and literary devices in their three stylistic categories) * Students have ten minutes to respond to prompt * When time is up, go through steps as a class, directly ask students to contribute each step of pre-writing guide | | | | | | | | |
| ***Main Activities:***  Connect opening exercise to homework reading assignment (Chapters 23-24 of *The Scarlet Letter*) (**40 minutes)**   * Identify a central theme of text we would like to investigate as a class, deliver instruction for activity * Split into three groups; each group is assigned an aspect of style (diction, conventions, figurative language) * Class silently reads through assigned reading for 10 minutes, noting parts of the text that use their assigned aspect in a way that caters to the designated theme (students encourages to use list of categorized devices) * Group discussion (10 minutes) 🡪 designated note takers record group’s findings * Groups share findings with class (15 minutes) | | | | | | | | |
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| ***Closing:***  Introduce digital storytelling project (**20 minutes**)   * Hand out assignment prompt and instructions (1 minute) * Watch Vox’s report on Kanye West (9 minutes) * Discuss project (how do elements of this video relate to our discussion on stylistic choices?) * Watch my video (if time allows) | | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | | |
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| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | | |
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| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | | |
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Untitled 1

By Kendrick Lamar

I seen it vividly jogging my brain memory, life is...

I seen it vividly jogging my brain memory

Life no longer infinity, this was the final calling

No birds chirping or flying, no dogs barking

We all nervous and crying, moving in caution

In disbeliefs our belief’s the reason for all this

The tallest building plummet, cracking, and crumbling

The ground is shaking, swallowing young woman

With a baby, daisies, and other flowers burning in destruction

The smell is disgusting, the heat is unbearable

Preachers touching on boys run for cover, the paranoid

Rapists and murderers hurdle alleys

Valleys and high places turn into dust

Famous screaming in agony

Atheists for suicide, planes falling out the sky

Trains jumping off the track, mothers yelling “he’s alive”

Backpedaling Christians settling for forgiveness

Evidence all around us the town is covered in fishes

Ocean water dried out, fire burning more tires out

Tabernacle and city capital turned inside out

Public bathroom, college classroom’s been deserted

Another trumpet has sounded off and everyone heard it

(It’s happening) no more running from world wars

(It’s happening) no more discriminating the poor

Wishing for green and gold the last taste of allure

I swore I seen it vividly

A moniker of war from heaven that play the symphony

Thunder like number four, then I heard

“What have you did for me”

I fell to my knees, pulled out my resume

That dated back to June 17th, 1987

My paperwork was like a receipt

I was valedictorian, I was fearful of judgment

But confident I had glory in all my past endeavors

Close my eyes, pray to God that I live forever

Dark skies, fire and brimstone, some of us sent home

Some of us never did wrong but still went to hell

Geez Louise, I thought you said that I excel

I made To Pimp a Butterfly for you

Told me to use my vocals to save mankind for you

Say I didn’t try for you, say I didn’t ride for you

I tithed for you, I pushed the club to the side for you

Who love you like I love you?

Crucifix, tell me you can fix

Anytime I need, I’mma start jotting everything in my diary

Never would you lie to me

Always camaraderie, I can see, our days been numbered

Revelation greatest as we hearing the last trumpet

All man, child, woman, life completely went in reverse

I guess I’m running in place trying to make it to church

**Pre-Writing Guide (Choosing a device)**

1. What is a theme of this text?
2. Identify moments in the text that best represent this theme.
3. What devices are used in those moments?
4. Pick one of these devices – what does it do to the text? How does it reflect the text’s theme?

Device Finder

Facets of style: conventions, diction, figurative language

Diction

Manipulating word choice to conjure an intended impression or attitude. Diction is focused on the individual word.

* Positive connotation
* Negative connotation
* Neutral connotation
* Euphony
* Cacophony

Figurative language

Building associations between abstract or concrete elements in a text. Figurative language is often focused at the clause or sentence level, but can be covered throughout a text.

* Metaphor
* Simile
* Personification
* Euphemism
* Metonym
* Assonance
* Consonance
* Symbolism
* Irony (verbal, situational, dramatic)
* Many others

Conventions

The various aspects of text construction. Conventions are mostly observed from the most basic units of text to the paragraph level.

* Mechanics (spelling, punctuation, capitalization, paragraphing)
* Usage (word order, verb tense, verb agreement)
* Syntax